



Washburn School District

Contact: Nelson Gigstad, AODA Coordinator
and Guidance Counselor
Washburn High School
309 West Fourth Street
Washburn, WI 54891
(715) 373-6188

The City of Washburn overlooks Lake Superior. It lies about ten miles north of Ashland, near the northernmost tip of the state. Washburn's population is approximately 2,000, roughly one-third as large as it was at its peak in the early decades of this century. Washburn, the county seat of Bayfield County, has a unique attraction for professional artists and musicians. Home to the Bayfield Big Top Chautauqua Theater (which can be heard on Wisconsin Public Radio on Saturday nights), Washburn is grounded in the arts. Artistic endeavors have supplanted what were formerly thriving sandstone mining and pulp industries. While the pulp industry remains, it is not at the bustling levels known at the turn of this century.

The Washburn School District has 71 licensed instructional staff for a population of about 830 students; they are located in two buildings, with the middle and high schools located in one facility. The racial/ethnic make up of students in the district is predominantly white (91%), with Native American students the second largest population group (6%). African American, Latino, and Asian American students comprise the remaining 3 percent of the Washburn student population. About 23 percent of students qualify for the free or reduced-price lunch program.

In 1996, the Washburn Board of Education formally supported the district's Youth Development Initiative, a comprehensive approach to health and

prevention education and programming that is based on the Wisconsin Framework for Comprehensive School Health Programs. Work on the Youth Development Initiative is presently in its early stages, with staff and administrators deciding to focus first on the elementary and middle schools. The district also completed an extensive strategic planning process in June 1997, with implementation beginning in the 1997-98 school year. A key component of this plan is meaningful student involvement in decisions affecting school climate, policies, and programs.

New energy, a new direction, and new ideas are all a part of the Washburn School District as it strives to build a comprehensive school program and community that supports healthy and resilient children, youth, and families.

Implementation Strategies

Factors contributing to the development and implementation of prevention, health, and wellness initiatives over the past six years include the following: combined leadership and resources of Cooperative Educational Service Agency (CESA) 12 and the Wisconsin Department of Public Instruction (DPI); policy support from the Washburn School Board; the district's strategic planning process; and commitment and perseverance from key Washburn staff.

Regional and State Leadership

Washburn's current Youth Development Initiative was influenced and supported by the comprehensive approach to youth development taken by CESA 12 since 1991. Like most districts, Washburn wrestled with the continuing emer-

gence of so-called “add-on” health and prevention programs that were either mandated or strongly recommended for inclusion in school offerings. In response to this dilemma, the CESA 12 Youth Development Steering Committee advocated greater coordination and began to develop a Comprehensive K-12 Prevention Model in 1991. CESA 12 and Washburn staff examined all DPI objectives related to health and wellness, looked at a variety of AODA prevention curricula, cross-referenced the objectives, eliminated those that overlapped, and arrived at a single working model.

Meanwhile, in response to the same dilemma statewide, the DPI Student Services, Prevention, and Wellness Team (with input from CESA staff and other collaborative partners around the state) also began to articulate a more integrated approach to health education and prevention programming. In 1994 the team conducted an intensive statewide training attended by CESA staff, teams from 17 local districts, and representatives from other state agencies. CESA 12 staff concerned with health education and prevention programming attended this training (“Integrating Youth Development Strategies: A Summer Institute for School and Community Leaders”) and used it as a model for a subsequent summer institute for CESA 12 district teams in 1994. The Wisconsin Framework, first published by the DPI in October 1995 as the *Integrated Framework for Student Services, Prevention and Wellness*, was used as an organizer at the CESA 12 training to help districts see a more comprehensive picture.

A team of teachers and guidance counselors from Washburn participated in the 1995 CESA 12 summer institute and became familiar with the concepts of resiliency, protective factors, a broad approach to student support groups, and curriculum integration. The team used the third day of the institute for initial planning of what eventually became Washburn’s Youth Development Initiative.

Funding Support

Beginning in 1994, CESA 12 used the Wisconsin Framework as an “organizer” for its Safe and Drug Free School and Communities Act consortium grant. Some of these federal funds were used for the 1994 summer institute described above, and local districts were encouraged to apply for these funds to work on components of the Framework. State mini-grants were also offered to CESA 12 districts to support the Student Programs component.

Washburn also applied for DPI funds to be one of the pilot sites for the Integrated Youth Development Framework. Washburn received the grant in 1995 and spent one year developing the program that later became the Youth Development Initiative. A Youth Development Team was then created to implement the program; the work of this team is detailed below.

Board of Education Support

Support of the Washburn Board of Education has been a critical factor in the creation and continued implementation of the district’s prevention initiatives. District staff proudly report that the board was squarely behind the Prevention Model effort in 1991 and quickly moved behind the Youth Development Initiative in 1996.

Youth Development Initiative/Team

The Wisconsin Framework for Comprehensive School Health Programs was used as an “organizer” for the Youth Development Initiative action plan, which is based on the following four fundamental principles presented in the DPI *Guide to Curriculum Planning in AODA* (1992):

- To varying degrees, people have the ability to influence and be influenced.
- Personal choices have consequences for oneself and for others.
- Society has a responsibility to set reasonable boundaries that are in the best interest of all members.
- Each person has the responsibility to promote the health and safety of oneself and others.

With these principles in mind, the Youth Development Team drafted their action plan in the summer of 1997. The action plan includes goals and strategies in each Framework component; these are subsequently described under the appropriate component.

The current Youth Development Team is composed of the K-12 counselors as well as the Job Targets and School-to-Work coordinators, the high school and middle school principals, the middle school health teacher, and an elementary teacher. Nels Gigstad, the high school guidance counselor, and Sue Schreiner, the middle school guidance counselor who formerly worked for CESA 12, provide leadership to the team.

Strategic Planning

The Youth Development Initiative action plan was developed at about the same time the district was engaged in a strategic planning process. In November of 1996, a 28-member cross-section of staff, students, parents, and community members developed a mission statement and identified four major district goals:

Academic Excellence: Students will achieve a high level of “academic excellence” and be able to apply the skills of problem solving, critical thinking, and communication, to the best of their ability.

Clear Vision: Students who graduate will have a “clear vision” of what they need in order to be contributing members of a global society and the educational basis to succeed in that global society.

School and Community: Washburn public “school” will develop a mutually supportive relationship with the community that is directed towards improving the lives and education of its citizens.

Lifelong Learning: Graduates will demonstrate proficiency in “lifelong learning skills”: personal health and wellness, initiative, responsibility, and enjoyment of learning.

All of the above goals and accompanying strategies, subsequently developed by action teams, are interconnected with the Framework. Thus, the goals and strategies of both the Youth Development Team’s action plan and the district’s strategic plan support each other.

Healthy School Environment

The building that houses Washburn middle and high schools is like a ship that has been through many rough seas—battered a bit on the outside but true to its strength and perseverance on the inside. It is “land locked,” with no room to expand. Meanwhile the number of students increases, straining classroom space. Nevertheless, the vision of the Washburn School District is expanding and is articulated in a new mission statement and strategic plan developed over two years of listening, learning, discussion, and debate in the community.

The first strategy and recommendations for the second goal (“Clear Vision”) are directly related to fostering a healthy school environment. In order to develop consistent expectations of behavior in all Washburn public schools, the district plans to review and evaluate existing policies in this area; encourage parent and student involvement in the development and implementation of proposed policies; and promote self-discipline, mutual respect, and appreciation of diversity.

The Youth Development Team’s action plan specifically identified the following goals related to school environment:

- improve and develop the middle school playground area;
- practice clean health habits during the middle school lunch hour by establishing and using appropriate eating areas; and
- establish and implement plans to increase safe use of vehicles by high school students.

Quality Schools Movement

Dr. William Glasser’s Quality Schools model, which examines the total school environment and how people within it treat each other, has been influential in the district’s efforts. According to the model, one indicator of quality in the school environment is the degree to which students play an integral part in decisions regarding school climate, policies, and rules. Furthermore, the model’s perspective on discipline focuses on strengthening the student through restitution rather than focusing on punishment.

District leadership considered this a priority, and the district provided Glasser’s book, *Quality Schools (1992)*, to all educational staff, administrators, and school board members. Interested staff participate in voluntary study groups that meet twice monthly and have early-release days throughout the year to study Quality School issues.

Data from a 1996-97 high school student survey indicated that students wanted to have more input on such school issues as discipline, policies affecting school climate, and student program development. District staff expressed interest in these findings and look forward to more student inclusion in the development of policies as well as activities/programs.

Curriculum, Instruction, and Assessment

The district has made academic excellence its number one goal in its new strategic plan, and the Youth Development Team is putting significant effort into action planning to meet that goal. The strategic plan calls for long-term planning to develop and implement a sequential, interdisciplinary curriculum. It also provides for assessment and modification of current curriculum; instructional strategies and staffing in math, science, and English; and meeting exceptional needs.

Youth Development Implementation Plan

Goals are divided into two areas of focus, one for staff and the other for students. The staff goals include:

- improving communication skills,
- revisiting a pilot health project to work on integrating the objectives into the ongoing curriculum,
- creating additional staff support time,
- conducting a scan of the health- and safety-related courses currently taught,
- providing additional planning time for the Youth Development Team,
- creating inservice opportunities for staff to learn about existing educational resources in the district,
- offering staff training on the K-12 Discipline Model to establish congruity with the Quality Schools philosophy, and
- expanding the suicide prevention curriculum.

Student goals include:

- participating in a school-to-work program,
- having the opportunity to repeat classes in the summer through a scholarship program provided by CESA 12,
- having access to summer enrichment and gifted and talented classes as well as summer outdoor trips including canoeing,
- learning the K-12 Discipline Model to establish congruity with the Quality Schools philosophy, and
- participating in conflict-resolution programs.

Elementary Curriculum

In addition to ATODA instruction, Washburn has developed a strong social-skills curriculum for grades K-5. Teachers assembled their own social-skills development program that is based on four themes: responsibility, taking healthy risks, respect, and reasoning. The curriculum interacts with the Quality Schools strategy that Washburn teachers have spent considerable time learning over the last two years. The Quality Schools concept creates an environmental construct that focuses on how people treat each other. District staff say that this is a continually evolving curriculum that reflects the educator's research on effective social-skill development. The elementary school has a social-skills curriculum and has mobilized significant parent involvement. Both dynamics have contributed significantly to improving the overall school environment.

Elementary students have an excellent opportunity to learn conflict-resolution skills through a recently developed program. Through the volunteer efforts of a parent of one of the fifth-grade students, a conflict resolution skill-building unit was developed for the fifth-grade class in 1995. Today, only two years later, all elementary students participate in the program. Furthermore, fifth graders enjoyed the unit so much that they wrote a mini-grant to DPI to pay for advanced conflict-resolution training. The same parent remains involved but, owing to the grant, has become a paid training consultant.

Middle and High School Curriculum

Washburn schools use "Here's Looking at You 2000" for their K-7 ATODA instruction; Human Growth and Development instruction is provided for eighth graders. For students in grades 9-12, ATOD issues are addressed through several courses (including driver's education in which they use the Fatal Vision goggles to simulate the sensation of drunkenness). They also have units in the family and consumer education curriculum and in social studies. Middle and high school students are exposed to the topic of HIV/AIDS and sexually transmitted diseases through human growth and development for eighth graders and family and consumer education for high school students. Other youth risk behavior topics, such as developing healthy lifestyles and violence prevention, are also addressed in family and consumer education.

Pupil Services

Members of Washburn schools Pupil Services staff are integral participants on the Youth Development Team. In addition, the Pupil Services Team meets as needed during the school year, with members of the committee sitting on other district programming component committees. In this way, information from the Pupil Services Team is shared with other committees. Sue Schreiner, from the Youth Development Team, coordinates the Natural Helpers program. Nelson Gigstad, AODA coordinator for Washburn High School, is a member of the Bayfield County AOD Network and acts as liaison with that group. The network is a resource for sharing information, including funding sources for projects that benefit the school environment.

Student Programs

Washburn students have many of the student program options available in other Wisconsin schools, including athletics, student council, and student assistance programs. Students are also involved in the following activities that specifically promote service to others and personal growth:

The Natural Helpers Program: Natural Helpers has been an active program for eight years. Students trained in this program make themselves available to their peers as a listener, someone who can help them through a minor situation or refer them to someone else if the need requires. Washburn conducts a two-day training program for students selected through an observation and survey process. Participants also receive ongoing training in such areas as conflict resolution; helping skills; and alcohol, tobacco, and other drug information. Twenty-four high school students are now trained, with another 24 expected by the end of 1998.

Advisor/Advisee Program: This program provides students daily, regular adult contact to address such issues as peer relationships and communications.

Youth Development Team members are planning to use student-interest surveys to help them expand existing programs and add others that will create a more student-friendly environment. Action plans include noon-hour intramural sports, expanded orientation for students entering grade six, and a "buddy" system for grades 6-12.

Adult Programs

Staff Development

CESA 12, a key partner with the Washburn schools, provides staff development training, consultative services, and grant-writing assistance. "For the rural north in Wisconsin," remarks Middle School Principal Peggy Smith, "CESAs are a critical component in our training programs. We're fortunate to have them as a resource." The health education and prevention training and staff development opportunities available through CESA 12 have included anger management, peer mediation, conflict resolution, Quality Schools, Kids on the Block puppet training, HIV/AIDS, violence prevention, peer helper training, nutrition, resiliency, ATOD, and depression and suicide prevention training. Washburn staff have also worked extensively with CESA 12 to develop their health and wellness framework.

The University of Wisconsin-Madison Extension Professional Development and Applied Studies Department (formerly Health and Human Issues) also provides training either through CESA 12 or directly to the Washburn School District. One recent training session on resiliency focused on how to apply concept and theory in a school setting.

Parent and Adult Programs

Developing evening programs for parents and adults is one of the Youth Development Team's major goals for the next few years. This is discussed in more detail in the next section.

Family-Community Connections

Strategic Planning Process and Goals

The strategic planning process included sustained and significant community involvement, with community members chairing all but one of the committees. The introduction to the Washburn School District Strategic Plan states: "The process of strategic planning was used because it recognized the importance of the total community: parents, teachers, school administrators, students, business leaders, and community members, in the future of our school and students."

Furthermore, the fourth broad goal in the plan relates specifically to school and community relations: "Washburn public 'school' will develop a mutually supportive relationship with the community that is directed towards improving the

lives and education of its citizens.” Strategies for reaching the goal include increasing volunteer participation in the district and promoting effective school/community communication. Some recommendations for implementing these strategies include developing joint teacher/parent seminars, using parent surveys to provide data for planning, and retaining or expanding the two part-time School/Community coordinator positions. Related Youth Development Team plans include a recognition program for parent volunteers.

Other Community Connections

At both Washburn High School and Middle School, Lutheran Social Services and the Bayfield County Mental Health Center supplement counseling services. Groups have been developed on decision making, relationships, ATODA, and assertiveness. AODA funding from the Bayfield County Unified Services Board supports these services. Other relevant community groups include:

Bayfield County Alcohol and Other Drug Education Network: The purpose of the Bayfield County AOD Education Network is to coordinate activities among all the agencies in the county, including funding resources. When the county writes grants, agencies include the schools for coordination and collaboration (for example, creating a role for schools to conduct parenting education). Members of this network include the Bayfield Social Service/Unified Board, law enforcement, area schools, UW-Extension, Red Cliff Indian Reservation, and CESA 12.

Bayfield County AOD Advisory Committee: This group meets on a monthly basis to share information, collaborate on service delivery, and support their respective programs and projects. It provides an opportunity for law enforcement, the schools (including those in Bayfield and Ashland), the judiciary, social services, and key community leaders to coordinate programming and service delivery.

Police/School Interactions: The Washburn School District created a relationship with local law enforcement through a program called COUNTERACT Alcohol and Other Drugs. Much the same as DARE, police officers make presentations and talk with students in the classroom setting regarding perceptions about the local police and the positive and negative consequences of getting involved with alcohol and other drugs. Local police are also involved in safety courses for snowmobiles, guns, and bikes. The Washburn Chief of Police is involved in the coordination of these and other services and collaborative activities.

Finally, the Youth Development Team is planning ways to create a more dynamic relationship with area businesses and the area Chamber of Commerce. One of the ways they hope to do this is to work with businesses to provide pre-employment training for interested high school students.

Future Directions

New energy, a new direction, and new ideas are all evident in the Washburn School District as the Board of Education, staff, students, parents, and other community members work together to build a comprehensive school program and community that supports healthy and resilient children, youth, and families. The district has developed strategic plans that both support and are supported by the Youth Development Initiative action plans. Both plans have been formulated deliberately and thoughtfully, with broad-based involvement from community and school. Taken together, these plans represent the future direction in which the district intends to move. The words of Nelson Gigstad, Washburn High School guidance counselor, aptly summarize the situation: “In a sense, we all have our ladders leaning against the same wall so that we’re all trying to reach the same spot at the same time, rather than going off in different directions.” The challenge ahead is to implement the plans, to climb the ladders.

School District of Westfield

Contact: Margaret Dolde, Principal
Neshkoro Elementary School
114 East Park Street
Neshkoro, WI 54960
(920) 293-4219

The School District of Westfield encompasses 250 square miles and includes the communities of Neshkoro, Oxford, Westfield, and Coloma. Each of these four communities (with a combined population of about 4,800) has its own K-8 building; enrollment at the elementary schools ranges from 160-380 and totals approximately 1,000. Pioneer Westfield High School serves about 500 students from the four K-8 schools. Because the district is so far reaching, these schools are located in three telephone area codes.

Taxpayers in the district passed a \$9.3 million referendum, which resulted in a new Pioneer Westfield High School that opened in the fall of 1997. The spacious and well-equipped facility replaces one originally constructed in 1923; it enables the district to better meet requirements of special-needs students, provides sufficient space for all curricular and co-curricular areas to function and grow, and improves the atmosphere for student learning and behavior. The community's pride in its "state-of-the-art" high school is evident in a souvenir program for the dedication that describes the new facility and offers expressions of pride and gratitude from staff, students, and community members. The comment of a social studies teacher is typical, "Hopefully, pride in ownership will be learned as these new Pioneers take possession of a truly wonderful gift. I am excited about finding even more ways that our new facility will help to change the shape of education

in Westfield." Furthermore, as a result of continuing study and recommendations from a citizens committee, a \$7.9 million bond referendum for a middle school is scheduled for Fall 1998.

Although the district lacks the employment stability that might be provided by large business and industry, it is home to workers who commute to Oshkosh, Ripon, Madison, and Stevens Point. Other workers are involved in farming, canning, and a variety of small businesses. The number of students eligible for free or reduced-price lunch ranges from about 37 percent at one elementary school to about 59 percent at another.

Students of color, mainly Hispanic migrant students, make up about one percent of the population in each school. The temporary nature of migrant work creates special challenges for students and for the district. For example, in the Neshkoro Elementary School, about 25 of the 175 students who start the school year are children of migrants who will leave by the end of the academic year.

Implementation Strategie

School Health Curriculum Integration Project Grant

District staff report that participation in this three-year project, which was administered by Cooperative Educational Service Agency (CESA) 5 with funds from the Department of Public Instruction (DPI), has greatly assisted in their development of an integrated and comprehensive prevention education curriculum. Throughout the process, CESA 5 used the Wisconsin Framework to help participating districts understand the scope of prevention education and comprehensive

school health programs. CESA 5 also provided inservice workshops, conducted site visits to develop programming specific to each school, and provided basic 4MAT training (a method of identifying and teaching to different styles of learning) to district educators. (The process by which the School District of Westfield developed its curriculum is described in more detail in the upcoming section on Curriculum, Instruction, and Assessment.)

Other Funding Support

DPI Student Mini-Grants: In the 1997-98 school year, the district applied for and was awarded DPI Student Mini-Grants that were used to institute Beginning Alcohol and Addictions Basic Education Studies (described in more detail in the section on Curriculum, Instruction, and Assessment). These funds were also used to develop a “Wheel of Fortune” type program that the district is calling “Wheel of Prevention.” Run by peer helper groups, it teaches youth facts and figures about alcohol use.

Alcohol and Traffic Safety Grant: This grant, administered through the DPI, helped the district teach the connection between making good decisions and traffic safety. In the 1997-98 school year, the district’s fifth-grade students were instructed in traffic safety, pedestrian safety, driver safety, and violence. Students first learned the material themselves and then put together a workbook for students in kindergarten through fourth grade.

State AOD Program Grant: This funding enabled the district to certify three team members to train other district teachers in the 4MAT Style of Learning and Teaching and to continue the curriculum integration project.

Healthy School Environment

The School District of Westfield has expanded its focus on fostering a healthy school environment and explicitly recognizes its importance in the following belief statement: “A healthy school environment will raise students’ positive self-esteem so they can achieve higher expectations.” Prevention programs are an important vehicle within the district for raising student self-esteem, helping students avoid risk behaviors such as ATOD use and enabling them to be more

productive. Within its prevention programs, a major district strategy is peer education. Students first learn about ATOD issues, and then these “new graduates” of the program act as teachers who pass along the lessons to other students. In the process, the prevention message is reinforced for both peer educators and those they educate.

Power of Positive Students (POPS): The goal of this program, which is coordinated by the guidance department, is to foster a positive atmosphere in which both educators and students can teach and learn. Each building determines how their POPS program is operated. For example, in Neshkoro Elementary School, the K-8 teachers have decided that their classrooms will participate in a positive activity at the end of each month in which students consistently observe the school’s Bill of Rights.

District Inservice: A recent districtwide inservice focused on maintaining a positive, safe learning environment for all students. A guest speaker discussed creating a positive learning environment, and staff members then listed ways they could contribute to a positive school climate. Using these lists, staff from each building then selected what they could do within their setting. Finally, individual staff members developed a desk reminder of what they can do each day to help foster a healthy school environment.

“Caught Being Good”: Staff members also initiated a “Caught Being Good” form on which to record students who do something special. These forms went into a monthly drawing for further recognition. The program was so successful with students that it was expanded to include the staff. The district theme became “Caught Doing Good,” and separate drawings for students and staff were implemented each month.

Yearly Building Themes: Staff members at each school building select a specific theme related to a school goal or a positive message to promote for the year. The theme (for example, “Smile”) is reinforced through daily announcements and signs in the hallway as well as staff and principal promotion. This promotion can be as simple as reminding students to “Smile” or simply smiling at students as they pass in the hallway. The program is a cost-effective way to continually promote a positive learning environment in which all students can succeed.

Curriculum, Instruction, and Assessment

Through its participation in the three-year CESA 5 Comprehensive School Health Curriculum Integration Project, the district has established a K-12 curriculum committee that developed a comprehensive, integrated Prevention Education Curriculum. The curriculum was piloted in the district during the 1997-98 school year.

Initially, a number of staff members at Neshkoro Elementary School were invited to participate. During 1996-97, the first year of the project, they realized that the scope of the curriculum should be districtwide. Therefore, a districtwide Comprehensive School Health Curriculum Team, consisting of 12 educational staff members representing different academic grade levels or specialties, was established to assist in the development of a K-12 integrated, comprehensive school health curriculum. Margaret Dolde, the Neshkoro Elementary School principal responsible for curriculum development in the district, is heading the implementation process. The chair of the district's Counseling Department has also become more involved in the district's prevention education efforts.

During the 1997-98 school year, the Comprehensive School Health Curriculum Team assessed the district program and curriculum, identifying areas of need by using the Comprehensive School Health Program Assessment Tools from the Department of Public Instruction. They matched the prevention education curriculum selected for the district with the second draft of state standards, asked for feedback on the curriculum from all K-12 district staff, and made revisions in preparation for piloting that same year. Topic areas within the curriculum include accident prevention and safety, career exploration, communication skills, community health, disease control, environmental health, family life, feelings and emotions, human sexuality, interpersonal relationships, nutrition, personal health and safety, responsible decision making, self-esteem, and substance abuse.

In May 1998, the team collected all teachers' curriculum drafts and used these working copies to make further revisions. The School Board approved the curriculum in June 1998. The district has purchased materials that classroom teachers will need to implement the revised curriculum in subsequent school years and is currently in the process of rewriting the core curricula to coordi-

nate with the state standards and assessment system. During this process, the Comprehensive School Health Curriculum will be further integrated into other curriculum areas. At the end of the 1998-99 school year the Comprehensive School Health Curriculum Team will again ask for teacher input, make necessary revisions, purchase materials, and provide for staff development.

As part of a CESA grant, the district has trained teachers in the 4MAT Style of Learning and Teaching, a tool for adapting teaching styles to accommodate the different learning styles of students. Some members of the curriculum team saw that 4MAT would be useful both for delivering the prevention curriculum and for integrating it into other subject areas. 4MAT seems to be especially helpful for students who may not learn well with more "traditional" instructional methods. This is particularly important given a student population that includes migrant students and a mix of students from rural areas. Finally, staff members believe that this model plays a significant role in prevention because students, especially those most at risk, are more likely to succeed when they learn in their preferred learning style and are stretched in their less-preferred styles.

District staff members note some positive results of this curriculum development process. First, the project has increased collaboration among district staff, which is difficult because of the distance between elementary schools in the district. Second, students in grades 5-8 benefit from the development of a sequential and integrated prevention education curriculum. Previously, each department (health, developmental guidance, and classroom teachers) had an individual curriculum resulting in repetitive or similar lessons and activities for the same students. After participating in the comprehensive curriculum development process, departments have coordinated and integrated efforts. Finally, the project resulted in the purchase of resources needed to further integrate the curriculum.

The district also utilizes the Beginning Alcohol and Addiction Basic Education Studies (BABES) ATOD prevention program. BABES activities include puppet stories on topics such as ATOD, self-esteem, healthy choices, and family concerns. It is offered variously in grades K-3, depending on the elementary school. Finally, the district holds special events during the year such as a "Smoke-out" and Red Ribbon Week. Held the last week in October, the week focuses on making the choice not to drink alcohol and supporting nonuse.

Pupil Services

The district employs a school psychologist and four guidance counselors (two at the K-8 level and two at the high school). They meet monthly with administration to address the pupil services needs of children. Social work services are provided as needed by the Marquette County Department of Social Services, and nursing services are contracted from the Marquette County Health Department.

Students in possible need of expanded programming involving community agencies are presented to the district's Children-At-Risk Committee. With parent participation, this group develops and monitors such programming. Members of the committee include the school psychologist, administration, teachers, guidance department, Marquette County Department of Social Services administrator and social workers, and Northland Community Services administrator and employees.

Student Programs

The district provides a wide range of activities that include but are not limited to sports (football, basketball, softball, volleyball, cross country, and track), drama, forensics, academic clubs, and photography. Student involvement in these activities can raise self-esteem and provide positive peer pressure. In addition, the School District of Westfield offers a number of programs directly related to health and prevention.

Students Working Together with Educators and Peers: The districtwide student assistance program is Students Working Together with Educators and Peers (STEP). Groups in STEP are co-facilitated by teachers, counselors, and community members who have received special training. Students may be self-referred or referred by concerned adults such as a parent or teacher. Each group may have a different emphasis (including such topics as stress, health, diet, death, social skills, family, friendship, and dating) or serve specific age levels.

Peer Programs: Student volunteers provide student services to their peers with the guidance of staff. Any sixth-, seventh-, or eighth-grade student may apply to be a S.O.S./Peer Mediator or Clown/Peer Educator (see below). Students are interviewed by staff and, with parental permission, are

selected to participate in one of the programs. Student preference, skills, and interests help to determine in which program a student may work. S.O.S. and Clown/Peer Educator students are trained in separate programs each fall by independently hired professionals. S.O.S./Peer Mediators focus on ATOD prevention/education and peer mediation. Peer Educators/Clowns focus on teaching skills to work with elementary-age children. There is no limit to the number of students who may participate in either program.

Students Operating Straight (S.O.S.): Group members support the nonuse and nonabuse of ATOD substances. They also serve as peer mediators for K-8 students. Peer mediators can be found at each of the four elementary schools, with a combined total of 30 students during the 1997-98 school year.

Clown/Peer Educators: Students in this program teach ATOD prevention lessons to first through third graders, going into the classrooms wearing special T-shirts and clown makeup that catches the eye of younger students. There were more than 70 Clown/Peer Educators during the 1997-98 school year.

Peer Listeners: Peer Listeners are high school students who serve in a peer helper capacity. Peer Listeners for the 9-12 student body receive their training from an independently hired professional. Students are taught how to be good listeners and improve communication skills. Students volunteer, and there is no limit to the number of student participants. Peer Listeners are available to help/support their fellow classmates, be a peer model, and improve their own communication skills as well as their peers'.

Adult Programs

Staff Programs

In addition to the staff programs described in the section on Healthy School Environment, the district has developed a Power of Positive Staff Program for all employees. This was a one-year project to promote a positive school climate for staff as well as students. The School District of Westfield refers staff to the local guidance clinic for an Employee Assistance Program at the Northland Guidance Center, because the school is too small to operate its own.

A districtwide leadership team coordinates staff development opportunities with representation from each building. Based on input from staff and administrators as well as evaluation of prior inservices, the group plans day-long professional development sessions for August, September, and January.

Parent Programs

The district holds Kindergarten Evenings Out for parents of kindergartners. The focus of the program is on building resiliency in children and helping young children make healthy choices. The one-year grant for the program started in the spring of 1997 and was carried over to the fall of the 1997-98 school year. The district organized four Kindergarten Evenings Out, one in each elementary building. The kindergartners and their families were invited to come in and meet others, have dinner, and participate in a parent meeting. The parent meeting was structured so the information was disseminated to meet the diverse learning styles of parents. The end of the program focused on building resiliency in children.

The Kindergarten Evenings Out program stressed building on the assets of children, helping them become resilient learners as they grow. Resiliency-building activities a parent can do at home with preschoolers were presented and modeled for parents. "The big thing is that we all work together—the schools, the parents, and the community—so when they are teens and they are faced with complicated health issues—drugs, gangs and peer pressure—they have enough resiliency to resist the temptation," said Margaret Dolde, Neshkoro Elementary School principal. "As students grow, they lose resiliency, so you have to build resiliency early on."

Family and Community Connections

Community Partnerships

The district works closely with a variety of community agencies and organizations to address health and prevention issues. For example, the district's Children-At-Risk Committee includes representation from the Marquette County Department of Social Services and Northland Community Services. In addition, the school district participates in the Marquette County Coordinating Committee, whose members include the district attorney, judge, corporation counsel, sheriff,

Department of Community Programs, Marquette County Extension, Northland Community Services, and the Department of Social Services as well as district administrators from Montello and Westfield. Committee charges include:

- identifying needs in the community for services to family and children;
- setting, monitoring, and evaluating program objectives;
- identifying technical assistance for program development; and
- coordinating program planning with county and school policy boards.

Parent Involvement

Several parent programs invite input on many school district matters such as ATOD programs, curriculum, violence, and technology. Regularly, the district invites parents to participate in a variety of committees and councils to develop policies, curricula, and goals and objectives. Some adults are specifically requested, although volunteers are always encouraged. There are prom committees, technology meetings, parent/school advisory groups, ATOD groups (Just Say No, ATOD District Advisory Council, and STEP), and the Parent/Teacher Organization. Quite often a school board member is assigned or volunteers to give input into specific issues.

School-Community ATOD Advisory Council

The ATOD District Advisory Council, which has existed for about five years, consists of community members, parents, teachers, and students who collectively set ATOD goals for the school district and assist in implementing programs to meet those goals. Some members volunteer, while others are invited to participate by school staff. The Council discusses and recommends issues to emphasize in the district as well as how to disseminate information on those issues. During the 1996-97 school year, the ATOD District Advisory Council identified prevention education as its main goal. Each of the five schools set specific times during which ATOD prevention education would take place, determined what items would be purchased and handed out, used the table of ATOD prevention displays, appointed the Council representative, and established the target audience. Athletic events, community events, and school (nonathletic) events were the three areas targeted.

Future Directions

The School District of Westfield's vision focuses on an integrated and comprehensive school health curriculum. It must be easy for teachers to implement and not be an "add on" to their already demanding days. Most importantly, the curriculum has to be relevant and have a long-lasting, positive impact on students. The Comprehensive School Health Curriculum Team, through its participation in the CESA 5 School Health Curriculum Integration Project, has taken leadership for developing an integrated

curriculum that meets these criteria. The team will continue to provide working copies of the curriculum for each teacher to use throughout the school year, schedule inservice time to check progress toward performance standards outlined in the curriculum, ask for teacher input, revise the curriculum as necessary, and purchase essential materials. With the dedication of district staff who are willing to use, revise, and assess the curriculum, the School District of Westfield is optimistic that its vision of an integrated comprehensive school health curriculum will be achieved.

Resources

Questions on Wisconsin's Framework for Comprehensive School Health Programs and available associated resources can be directed to members of the Student Services/ Prevention and Wellness Team at the Department of Public Instruction or to the ATOD Education Network facilitators located at each of the 12 cooperative educational service agencies (CESAs). Information concerning how to reach these people follows.

Publications regarding Wisconsin's Framework for Comprehensive School Health Programs, including *Wisconsin's Framework for Comprehensive School Health Programs: An Integrated Approach*

and the four Framework assessment instruments in the areas of Development Readiness, Content, Quality, and Integration, can be ordered by contacting the Student Services/Prevention and Wellness Team at (608) 266-8960.

Additional information regarding related funding, staff development opportunities, publications, organizations, and web sites can be obtained electronically through the Wisconsin Clearinghouse for Prevention Resources at <www.uhs.wisc.edu/wch/dpi/> and the Student Services/Prevention and Wellness Team at <www.dpi.state.wi.us/dpi/dlseasppw/index.html>.

ATOD Education Network Facilitators

Sharon Wisniewski, CESA 1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000 or (800) 261-2372
Fax: (414) 546-3095
e-mail: swisniew@execpc.com

Mark Flottum/Cindy Vaughn/Carol Klopp, CESA 2
430 East High Street
Milton, WI 53563
(608) 758-6232 (Mark)
(608) 756-3147 (Cindy)
(608) 232-2861 (Carol) Fax: (608) 868-4864

Rachelle Ruetten, CESA 3
1300 Industrial Drive PO Box 5A
Fennimore, WI 53809-9702
(608) 822-3276 Fax: (608) 822-3828

Carrol Hunder, CESA 4
1855 East Main St.
Onalaska, WI 54650
(608) 785-9364 Fax: (608) 785-9777
e-mail: chunder@cesa4.k12.wi.us

Genny Kirchman, CESA 5
626 East Slifer St PO Box 564
Portage, WI 53901
(608) 742-8811 Fax: (608) 742-2384

Jackie Schoening, CESA 6
PO Box 2568
Oshkosh, WI 54903
(920) 233-2372 Fax: (920) 424-3478
e-mail: jcschoen@northnet.net

Mary Miller/Jim Kampa, CESA 7
595 Baeten Rd
Green Bay, WI 54304
(920) 492-5960 Fax: (920) 492-5965
e-mail: eadam@cesa7.k12.wi.us

Jeff Bentz, CESA 8
223 West Park Street PO Box 320
Gillett, WI 54124-0320
(920) 855-2114 Fax: (920) 855-2299
e-mail: yesjb@netnet.net

Lynn Thorn, CESA 9
328 North Fourth Street PO Box 449
Tomahawk, WI 54487
(715) 453-2141 Fax: 453-7519
e-mail: lathorn@cesa9.k.12.wi.us

Gladys Bartelt, CESA 10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341 Fax: (715) 720-2070
e-mail: gbartelt@cesa10.k12.wi.us

Bonnie Cook, CESA 11
225 Osterman Drive
Turtle Lake, WI 54889
(715) 986-2020 Fax: (715) 986-2040
e-mail: bonnie@cesa11.k.12.wi.us

Gail Syverud, CESA 12
618 Beaser Avenue
Ashland, WI 54806
(715) 628-2363 Fax: (715) 682-7244
e-mail: gails@cesa12.k12.wi.us

Division for Learning Support: Equity and Advocacy

Juanita S. Pawlisch, Ph.D., Assistant Superintendent
(608) 266-1649

Karen Miller, Secretary
(608) 266-6439

Student Services/Prevention and Wellness Team

Michael Thompson, Director
(608) 266-3584
thompnj@mail.state.wi.us

Joan Meier, Program Assistant
(608) 266-8960
meierjm@mail.state.wi.us

Doug White, Team Leader
(608) 266-5198
whitedr@mail.state.wi.us

Lori Anderson, Consultant
School Nursing and Health Programs
(608) 266-8857
anderls@mail.state.wi.us

Sue Awve, Program Assistant
(608) 267-3751
awvese@mail.state.wi.us

Deborah Bilzing, Consultant
School Counseling Programs
(608) 266-2829
bilzidj@mail.state.wi.us

Linda Carey, Program Assistant
(608) 267-9354
careyls@mail.state.wi.us

Jo Carlisle, Program Assistant
(608) 267-9238
carlisj@mail.state.wi.us

Paula Crandall Decker, Consultant
Safe & Drug Free Schools
(608) 267-9244
deckepc@mail.state.wi.us

Nic Dibble, Consultant
School Social Work Services & SAPAR Programs
(608) 266-0963
dibblnt@mail.state.wi.us

Steve Fernan, Consultant, Prevention Educa-
tion/School Violence
(608) 266-3889
fernasa@mail.state.wi.us

Jon Hisgen, Consultant
Comprehensive School Health Education
(608) 267-9234
hisgejw@mail.state.wi.us

Karen Jensen, Program Assistant
(608) 267-9239
jenseke@mail.state.wi.us

Mary Kleusch, Consultant
Citizenship Programs
(608) 266-7051
kleusmp@mail.state.wi.us

Beth Lewis, Consultant
Drug Free Schools/Compulsory Attendance
(608) 267-9242
lewisbe@mail.state.wi.us

Jackie Spencer, Program Assistant
(608) 266-4447
spencjr@mail.state.wi.us

Randy Thiel, Consultant,
Alcohol/Traffic Safety Education Programs
(608) 266-9677
thielrr@mail.state.wi.us

Mary Jo Venne, Program Assistant
(608) 266-2158
vennemj@mail.state.wi.us

Dennis Wicklund, Consultant
State AODA
(608) 266-2820
wickldg@mail.state.wi.us

Karen Corning Wydeven, Consultant
School Psychological Services
(608) 266-7189
wydevkc@mail.state.wi.us

Vacant, Consultant
Safe & Drug Free Schools
(608) 267-5078

Vacant, Consultant
AIDS/HIV
(608) 266-7921

Vacant, Program Assistant
State AODA Programs
(608) 267-9240

Collaborative Partners to the Student Services/ Prevention & Wellness Team

Julie Allington, Consultant
Nutrition Education
(608) 267-9120
allinjk@mail.state.wi.us

Chet Bradley, Consultant
Physical and Health Education
(608) 266-7032
bradlce@mail.state.wi.us

Sharon Strom, Consultant
Family and Consumer Education
(608) 267-9088
stromsk@mail.state.wi.us